COLLABORATIVE STRATEGIC READING TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract: The aims of this research is to improve students' reading comprehension using Collaborative Strategic Reading. The method used in this research is experimental research with one group pre-test posttest design. The populations in this study were fourth semester students of the Department of English Education in the academic year 2019/2020. The sampling technique used was cluster random sampling. Data collection techniques are tests and observation. Data analysis technique used is Paired sample t-test.

The result shows that the average value of the post-test reading comprehension was higher than the results of the pretest reading comprehension (81,250> 51,875). From the mean data obtained it can be seen that there are differences in reading comprehension students of English Education with Collaborative Strategic Reading (CSR) techniques. In addition, it was proven statistically, the results of the paired sample t-test revealed that the value of thitung obtained was 30,371 or thitung greater than ttabel (30,371> 1,684). In addition, the significance value obtained was 0,000 or the significance value was smaller than the significance standard of 0.05 (sig <0.05). Thus, it indicates that Collaborative Strategic Reading (CSR) learning model can improve reading comprehension students of English Education in Islamic University of Malang.

Key words: *Collaborative Strategic Reading*, *Reading Comprehension*, *Teaching Strategy*

INTRODUCTION

In the 21st century, English has become the dominant language in many ways. The British Council estimates that a quarter of the world's population, 1.75 billion people use English as the dominant spoken language (Crystal, 2013). The dominant role of English can be seen in many aspects, such as communication, business, information, diplomacy, science, technology, and education. Therefore, people understand the importance of English in the implementation, communication and implementation of international projects.

Because of the importance of English, many countries use English as the dominant language without official status (used as a communication tool in several domains), Still, it is common for students to teach in a foreign language while learning school (Crystal, 2013).

Indonesia is one of those countries which also make English as a primary foreign language in educational domains. The English subject in Indonesia, furthermore, has formulated in National Education System, under the Law Number 20 of 2003 to develop English skills to achieve an educational outcome. It is also one of the subjects which would be tested in The National Examination (UN). To achieve educational outcomes, teachers must be able to create and manage effective classes in the teaching and learning process of English (Khotimah, Mustofa, M & Ubaidillah, 2019). According to Erben, there are five principles for creating active language learning environment, such as giving opportunities to use English, drawing the attention of its patterns, giving time use English, noticing their errors and correcting English, and constructing to interact each other in English (Erben et al, 2009). Hence, the English teachers are necessary to create more suitable and efficient use of the classroom to cover four English skills such as reading, listening, speaking, and writing to be taught to the students.

Reading is one of the most critical skills in English, and gives us many advantages. Reading is a window to the world. Reading gives people more knowledge and information than books, magazines, newspapers and much more.

Reading is an important communication tool in a civilized society and is the most important component of the learning process and social interaction. Second, materials that are read at any time in the history of the community have the greatest impact. Third, the development that leads to two different poles during written history. (Gray in Tarigan, (2012: 109).

Reading is a life-long skill and must be used in school and throughout life. According to Anderson, reading is a necessary life skill. This is the foundation of a child's success in school and throughout life. Without good reading skills, personal performance and work success will definitely be lost (2012). Although important, reading is one of the most challenging fields of the education system. The increasing demand for high literacy rates in our technology society exacerbates this problem (Snow, Burns, & Griffin, 2013). Students' attitudes towards reading affect their ability to read (Ubaidillah, F. M., Mustofa, M, 2020). If students want to get the most out of the assigned material, they need to learn to read critically and analytically. The idea here is that when we read something, we try to understand what its purpose is.

When we read, we are confronted with two stages of reality: one is visible and the other is invisible. Therefore, reading is to make the layers invisible, meaning below, visible and understandable. According to Teele, the goal of all readers should be to understand what they are reading (2004, p. 92). Research shows that good readers are actively involved with the text and know about the process it uses to understand what they are reading.

The ability to read English is an important necessary for students because many universities benefit from research materials written in English. Students will understand what they are reading, regardless of the topic they are studying. Therefore, the ability to read in such an environment is important (Ozek, 2011). With improved reading skills, EFL students will be more successful in their academic endeavors. Because the ability to read foreign language academy texts is difficult, complicated, and time-consuming, any strategy that can make academic reading easier has become a very interesting topic.

Researchers found that English students still had difficulty reading. Understanding is the process by which the reader follows the author's text to construction an understanding similar to building architecture or following a building plan (Douglas, 2010). Of all human traits and functions, Comprehension is one of the most complicated because of its internal nature-it is more difficult to explain as a process although it is easy to observe.

Ellis (2010) argues that reading is a complex intellectual process involving several of skills. The two significant skills are verbal expression and interpretation. There is no reading comprehension without verbal interpretation. He stressed that further reading is not a passive process, but necessary active participation. The reader needs to decipher the code, search for his memory, and think while processing the text.

Littlewood (2011) aims to read this concept, and word recognition means finally. However, the level of understanding varies in complexity, complexity of thought, and accuracy in reading. According to Isenberg, another way to understand Murcia (2011) is to see it as a unique agreement with a text that is creative, participatory, and has a clear foundation and experience. Thus, reading literature or reading literature can be delivered by changing, reducing, classifying, storing, and retrieving information in five different stages.

During the study, observers found that students faced vocabulary problems due to lack of vocabulary skills. Other students may have problems reading too well, so they start explaining immediately before giving any information to base their explanations.

This needs to be addressed, and one way to overcome this is to implement teaching strategies in the classroom. One strategy that can be used to improve reading comprehension is the Collaborative Reading Strategy. Collaborative Strategic Reading (CSR) is a method designed to help students struggle with reading skills. There are several goals for reading collective strategies; (1) Increase cognitive knowledge by increasing reading skills and increasing student participation. (2) Developed to improve reading skills of students with learning

disabilities. (3) Collaborative Strategic Reading has produced positive results for students with moderate to moderate success (Agustina, 2016).

Moreover, Agustina, Eka (2016) states that Collaborative Strategic Reading (CSR) was designed to improve reading skills of students with learning disabilities. Collaborative Strategy Reading (CSR) is a very inspiring multi-level learning approach that can be understood as being implemented for a year or more. This can be a good model for making teaching more effective and efficient for making students interested in pleasure, as well as a step-by-step model for effective collaborative research among students. This helps students master English. They found that the participants preferred the approach to create student-centered pedagogy and solve misconceptions about teaching and learning. (Ubaidillah, F. M., Mutmainnah, M., et, 2020: 45). Based on the explanation, the researcher intends to conduct research entitled "Collaborative strategic reading to improve students' reading comprehension on English education students"

PURPOSE OF THE STUDY

The object of research in essence is the topic of the problem studied in the university. However, the understanding of the object of research is often confused with the subject of research. Based on research questions, the aims of this study is to "improve students' reading skills through collaborative reading strategies."

METHOD

The author uses analysis techniques to analyze data obtained from research results. It aims to obtain accurate data in accordance with research objectives and find out the difficulties faced by students in reading comprehension using collaborative strategic reading models. Arikunto, Suharsimi (2012: 78) said that pre-test posttest one group design is a study conducted twice, namely before the experiment (pre-test) and after the experiment (posttest) with one group of subjects.

The author uses this research design because it is felt in accordance with the title of the study taken. Draw conclusions from the opinion of Arikunto,

Suharsimi (2012) that the authors provide an initial test (pre-test) to students to determine the effect of collaborative strategic reading on reading understanding of English education students. After being given a preliminary test, the authors conducted an experiment by providing treatment in the form of collaborative strategic reading. The final action taken by the author is to provide a final test (posttest) in order to get a comparison of data from the initial test (pre-test) to the final test (posttest). The following is the initial one-group pre-test posttest design test model according to Syamsuddin dan Damayanti. (2011: 157). The study population was 40 fourth semester students from the Department of English Education in the academic year 2019/2020

The research sample was used by students in the same class. The sampling method used was random cluster sampling. Sampling in this study is using simple random sampling technique. The data in this research are several techniques that can be used to collect data. The techniques that can be used are: (1) tests, and (2) observations. The test method is a series of questions or exercises used to measure knowledge, intelligence, and skills acquired by individuals / groups. In this study the authors use direct observation of the research location, especially in University of Islam Malang and the situation of lecturers, students, learning facilities and infrastructure.

Instrument of this research is a tool used by researchers to facilitate the work in collecting research data, the research instruments used in this study are: observation and tests. Before the test questions are used to measure students in the sample class, the test questions are first tested. The trial is intended to determine the validity, reliability, level of difficulty and different power on the item. From the results of the trial, the questions were chosen to be used to measure the level of reading ability of students.

In testing the statistical basics, normality test was used, the homogeneity test, and the hypothesis of the test. The qualitative independent variables in this study have two categories. Therefore, testing is done by the average difference test method for two paired samples (paired sample t-test). This different test model is

used to analyze the pre-post or before and after research models. Different tests are used to evaluate certain treatments for the same sample at two different observation periods. Paired sample t-test is used if the data is normally distributed.

RESULTS AND DISCUSSION

Based on research norms, the data shows a normal distribution. Hypothesis testing can then be done. Hypothesis testing in this study uses a combined sample t test using the SPSS 17. The purpose of this t test is to determine whether there are differences between student learning outcomes pre-test and post-test. The error rate used is 5% or 0.05. In the combined sample test, the decision making guidelines take into account the t value or the probability value of Sig. If the calculated value of t is in the negative part of Ho and Sig, it is two tails. Because the two tails are <0.05, there is a difference between the test results before and after the test. This shows the effectiveness of the Collaborative Reading Training in students' understanding skills in English education. In contrast, the arithmetic value it is the probability value or Sig if Ho is in the receiving area. (2 individuals)> 0.05, there was no significant difference between the initial and post-test results. This means that there is no effect of collaborative strategy reading skills on reading comprehension in English education students.

If the significance value <0.05, then Ho is rejected and vice versa if the significance value ≥ 0.05, then Ho is accepted. Based on the results of paired sample t test, it is known that the value of t_{count} obtained is 30,371 or t_{count} is greater than t_{table} (30,371> 1,684). In addition, the significance value obtained was 0,000 or the significance value was smaller than the significance standard of 0.05 (sig <0.05). So it can be concluded that an increase in learning outcomes in the pre-test and post-test.

The results of the analysis of the increase in mastery learning outcomes above, the hypothesis can be accepted stating that there is an influence of the Collaborative Strategic Reading model on the ability to read Comprehension on English Education Students. The Gain is the difference between the score that is

outdated and the previous one, and the results show that the teacher's ability to understand student perceptions after completion is improved.

Based on these data, the class gain calculation results obtained an average pre-test of 51,875 and an average posttest of 81,250. So that the gain value of 0.610 is obtained. This means that student learning outcomes have increased learning outcomes in the medium category because the value of the gain is between $0.7 > g \geq 0.3$. The income test results show that the Collaborative Reading Strategy Level has a moderate effect on increasing the value of student learning outcomes in Reading Comprehension of English Education Student Materials.

The results showed that the average reading comprehension after the test was relatively higher than the best reading comprehension (81,250> 51,875). From the average data, it can be seen that there is a big difference in the reading ability of English students compared to the CSR method. In addition, the titanium content obtained from the combined sample t test results was found to be 30,371 or higher than the table (30,371> 1,684). In addition, the significance value obtained was 0,000, or a significance value of less than 0.05 (sig <0.05) of the significance standard. Therefore, it can be concluded that the results of the post-test training have improved. This shows that the Collaborative Strategy for Reading Comprehension for English Students has an impact on the reading model.

Learning to read comprehension English Education Students by using conventional techniques is still considered not good. In reading comprehension learning, lecturers mostly lecture, ask students to read texts, and then work on the questions without discussing more deeply the contents of the text read earlier, so there are still some students who cannot work on the questions given by the lecturer because they do not understand the text. Students tend to only listen and take notes.

Learning centered on lecturers tends to make students passive, not motivated to read, and cannot exchange opinions with other friends in a study group (Ubaidillah, F. M., & Mustofa, M. 2020).The use of lecture methods with

conventional techniques will actually make students get bored more quickly, conventional techniques only provide fewer opportunities for students to practice reading comprehension because there are no appropriate stages in reading activities and students also have no role to solve the difficult vocabulary contained in reading.

Reading comprehension is essentially a process of understanding a language through written representation. Thus the most important thing in reading understands and to gain an understanding necessary a process that can help the reader. Appropriate learning techniques in reading will facilitate the process of understanding, both to understand the contents of reading and difficult vocabulary.

Vocabulary mastery is the key to understanding the content of reading. The existence of a review that is used in the reading process such as before reading, during reading, and after reading will make it easier for readers to understand the reading. Cooperative learning is also very helpful for students in understanding reading because they have their respective roles to understand reading and then later discussing with group friends about reading.

The CSR approach helps teachers increase student motivation so that it is not easy to get bored and accept reading comprehension, which can be seen in students' motivation to use CSR techniques. The steps in the CSR approach are designed to increase student participation, help all students acquire various skills, or help them be involved in various levels of learning in the classroom. There are four steps to learning to read using CSR techniques. It consists of previews before reading, and there are clicks, clicks, dexterity, and then the end of the reading.

First of all, before reading, students are given reading material, at this preview stage the students brainstorm to explore information they already know about the reading theme, then they made assumptions about what to learn from reading. Then the next step in the reading process is clicking and clicking, at this stage students look for difficult vocabulary or clunk and try to interpret it. After

that the third stage is get the gist, here students take the core of the reading. Then the last step taken after reading is a wrap-up. In the wrap-up students try to make questions and conclude about what they have learned from reading.

In the implementation of this CSR technique implemented in cooperative learning, this necessary student to understand certain topics and learn to work together in teams using CSR techniques stages coherently, training discipline and responsibility, because each student has their respective roles in the group. One group consists of 5 students. There are 6 roles that must be played by each group, such as the leader whose task is to lead the discussion with the CSR stage, the clunk expert helps to understand the clunk or difficult words, the gist expert helps the group to take the core of the reading, the announcer has the duty to scold members the group is to read or share ideas, while the encourager also acts as a time keeper to encourage group members and determine the time of discussion.

The atmosphere of learning with Collaborative Strategic Reading (CSR) techniques is very different from learning with conventional techniques. In the experimental class, students experience learning patterns that affect their increased interest in learning to read Students are more active and enthusiastic because of social interaction in group work so that they freely express their ideas. The learning center is at the student, while the lecturer only acts as a facilitator, so students can study independently. Another case with learning in the control class that applies conventional techniques, the learning atmosphere looks so monotonous with the dominance of lecturers, passive students and less eager to participate in learning. Learning with Collaborative Strategic Reading (CSR) techniques is very fun and not boring, because students can work together to answer questions from lecturers and have their respective roles in the group.

The use of CSR techniques also makes it easier for students to study texts because students can channel ideas and express their opinions in groups and if students experience difficulties, they are welcome to ask the lecturer. The classroom atmosphere with the use of CSR creates a friendly atmosphere between

students and lecturers. These conditions make students' interest and motivation to learn, especially reading comprehension learning, increase. Conducive learning situations or situations such as this support student who are happy to master the material presented by the lecturer, resulting in good learning achievement and significantly better results than those taught with conventional techniques.

CONCLUSION AND SUGGESTION

The results showed that the average reading comprehension after the test was relatively higher than the best reading comprehension (81,250> 51,875). From the average data, it can be seen that there is a big difference in the reading ability of English students compared to the CSR method. In addition, the titanium content obtained from the combined sample t test results was found to be 30,371 or higher than the table (30,371> 1,684). In addition, the significance value obtained was 0,000, or a significance value of less than 0.05 (sig <0.05) of the significance standard.

Therefore, it can be concluded that the results of the post-test training have improved. This shows the impact of the Collaborative Strategy reading model on students' reading comprehension skills in English education. Therefore, it can be concluded that the Collaborative Strategic Reading (CSR) training model can improve the reading skills of English students at Malang Islamic University.

The results of the study suggest the following suggestions for improving student achievement, especially reading comprehension.

1. Reading lectures must use Collaborative Strategic Reading (CSR) techniques as an alternative to understanding skills.

2. The lecturer must use and combine appropriate teaching methods by checking the availability of tools in the school.

3. The Collaborative Strategic Reading (CSR) method enhances students' reading skills by encouraging them to be proactive, responsible, critical, and expressive.

4. Further researchers must consider similar or advanced research.

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